

# TERM 2, WEEK 7 & 8 2017 – Parent Overview

This week, Monday 29<sup>th</sup> May – Friday 9<sup>th</sup> June, Grade 4 students will be focusing on the following topics.

## MATHS

### Data focus

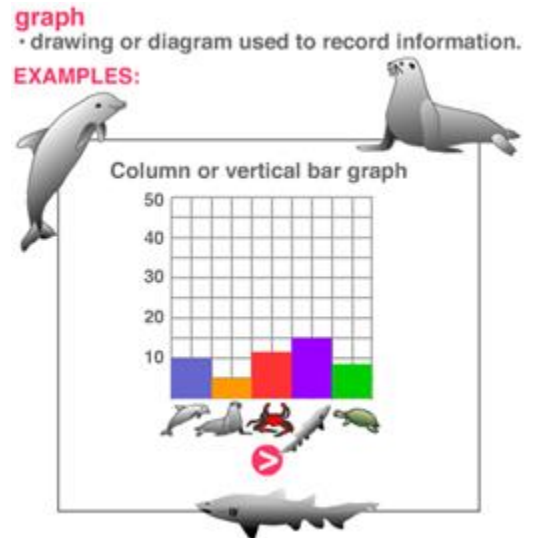
Our maths focus this week aims to teach students how to read and analyse a variety of different graphs, and create graphs using a collections of data.

Some terms students will be exposed to include:

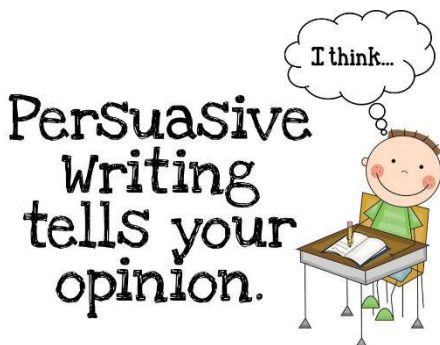
- Y Axis is vertical
- X Axis is horizontal
- Categorical data
- Numerical data
- Discrete Data
- Continuous Data

**If you want to further support your child with any of these concepts online resource *A Maths Dictionary For Kids* can be a good support.**

<http://www.amathsdictionaryforkids.com/dictionary.html>



## WRITING - Debating



Following on from our Persuasive writing unit students will be taking part in a unit on debating this week. As part of this unit students will watch a school's debating unit and take note of each person's role in a debate.

Students will learn about the structure of a debate and how

to use their **persuasive writing skills** to write up their own debates in teams with given topics.

Debating is an engaging and exciting topic that students have enjoyed participating in in the initial phases. We will continue to encourage students to be clear and detailed in their information when supporting their own opinions. We hope some structured arguing at school curbs some of the more unstructured arguments you may experience at home from time to time. 😊

Please talk to your kids about their role in the debates.

### Overview of Speaker Jobs

Affirmative Team	Negative Team
<b>First Affirmative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Definition</li> <li>▪ Introduction of speakers</li> <li>▪ Arguments with reasons for each</li> <li>▪ Summary of own case</li> <li>▪ Ending</li> </ul>	<b>First Negative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Definition: agree or disagree</li> <li>▪ Rebuttal</li> <li>▪ Introduction of speakers</li> <li>▪ Arguments with reasons for each</li> <li>▪ Summary of own case</li> <li>▪ Ending</li> </ul>
<b>Second Affirmative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Rebuttal</li> <li>▪ Summary of own first speaker</li> <li>▪ Arguments with reasons for each</li> <li>▪ Summary of team case</li> <li>▪ Ending</li> </ul>	<b>Second Negative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Rebuttal</li> <li>▪ Summary of own first speaker</li> <li>▪ Arguments with reasons for each</li> <li>▪ Summary of team case</li> <li>▪ Ending</li> </ul>
<b>Third Affirmative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Rebuttal</li> <li>▪ Summary of team case</li> <li>▪ Ending</li> </ul>	<b>Third Negative Speaker</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Rebuttal</li> <li>▪ Summary of team case</li> <li>▪ Ending</li> </ul>

## READING



This week we are revisiting our focus on students locating evidence to support their question responses when working on comprehension activities. Your child has elected which area they need to work on according to their last work and achievement when working on this focus. They will be concentrating on one of the goals below. Please discuss your child's goal with them and allow them to practice during their home reading.

All of our work in class during reading this week will allow your child to work towards

improving their skills in this area.

